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ABSTRACT

Background research suggested the need for significant concept changes in antipoverty programs such as Neighborhood Youth Corps in meeting the needs of rural youth. A model program designed to maximize social and occupational adjustment of rural youth had been carried out for one year by each of three experimental projects located in northern Minnesota, southern Iowa, and central Nebraska. The purpose of this 1972-73 evaluation was to test the efficacy of the guidelines for program operation and to gather baseline data on experimental and control subjects (high school seniors) for later evaluation of program effectiveness. Mandatory program components were assessment; counseling; intake; orientation; orientation to work, work information, occupational familiarization, and armed services; and health services. Areas evaluated were: establishment of experimental projects; role of sponsoring agency; project staff; utilization of school advisors; planning; publicity; communications; recruitment activities; summer program; and in-school programs. Two recommendations were: (1) the program should be made available only to those schools in which all youth qualify for participation on the basis of community criteria; and (2) payment to economically disadvantaged youth should be made for all participation in the summer and only for training or work experience during the school year. (JC)

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U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

FINAL REPORT

on

AN EVALUATION OF THREE EXPERIMENTAL RURAL YOUTH PROJECTS

by

Joseph M. Reid

to

MANPOWER ADMINISTRATION
U. S. DEPARTMENT OF LABOR

from

NORTH STAR RESEARCH INSTITUTE
3100 38th Avenue South
Minneapolis, Minnesota 55406
June 1973

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16. Abstract

A model program for rural youth in the North Central states, which was the result of previous research in the North Central region, was evaluated after one year of operation. The purpose of the evaluation was to test the efficacy of the guidelines for operation of the program, and to gather baseline data on experimental and control subjects, needed for a later test of the effectiveness of the program in attaining its goals of better occupational and social adjustment of participating rural youth. The program was tested at three different sites -- in northern Minnesota, southern Iowa, and central Nebraska. The evaluation of the experimental program resulted in several recommendations for modification of the guidelines and of the roles played by project sponsors and directors.

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At the regional offices of the U. S. Department of Labor, Mr. Harold Mahan, Associate Manpower Administrator for Iowa and Nebraska, and Mr. Richard Palmore and Mr. Mel Howard, Associate Manpower Administrators for Minnesota and their staffs, in particular, Adrian Curtiss and Woodrow Austin of the Kansas City office and David Johnson of the Chicago office, responded to every request for help.

Finally, we wish to thank Sharon Strom, Norma Hruska, Mary Hoaglund, and Marie L. Allen who acted as liaisons between research and operation staff and collected much of the data used to write this report.

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FOREWORD

This report is the first of two final reports covering the second phase of a research program entitled "Developing Model NYC Programs for Rural Youth".* The purpose of this report is to describe in detail the manner in which the model rural youth program has been carried out by each of the experimental projects. The second final report will contain the limited research results that have been obtained during Phase 2.

A third report, containing the results of Phase 3, is scheduled to be completed in February, 1974. The objective of Phase 3 will be to determine how effective the rural youth program has been by measuring the degree of occupational and social adjustment attained by youths who complete the program, as compared to the adjustment of matched control subjects who have not been in the program.

*Phase 1 resulted in the set of guidelines which were implemented on an experimental basis in Phase 2.

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INTRODUCTION

Summary Description of Original Research Study

In 1966 North Star Research Institute began a series of studies aimed at developing a model program to meet the needs of rural youth in the North Central states.*

The major findings of this background research clearly suggested the need for significant changes in the concepts embodied in antipoverty programs such as the NYC program if rural youth in the North Central states were to obtain the maximum possible benefits.

a. The NYC program and other antipoverty programs assumed that youths from low-income families needed special help if they were to compete on an equal basis with their more affluent peers. Our research showed, however, that among rural youths in the Midwest, factors other than poverty led equally often to a disadvantage in the labor market and in advanced education. Clearly, the eligibility requirements should not be based only on poverty.

b. The school is often the only viable rural community institution left in a disintegrating rural social and political structure. The research results indicated that the rural youth program must be aimed at strengthening and changing the school, in direct contrast with rural NYC which depended on the school to provide most (and usually all) of the NYC services.

*Appendix A describes the approach used to develop program guidelines.

c. NYC was a program from the "outside" that was imposed on the rural community without regard to what was already being done locally. A program was needed in which local involvement was a key feature and which did not duplicate existing local efforts.

d. NYC emphasized the value of work experience (in NYC-I) and skill training (in NYC-II). Our research results showed that part-time work experience in itself is not related to future success; only limited areas or types of skill training are useful.

Major Features of the Rural Youth Program

Very briefly, the program has both in-school and out-of-school enrollees. It has a summer program emphasizing urban living experience and selected skill training; it has a school-year program which provides the enrollees with specified services, experiences and training if the community is unable to provide these services. The eligibility requirements are liberal; poverty, geographical and social isolation, and inadequacy of the existing educational system are reasons for eligibility. Work experience is a component but is utilized as a counseling tool, not as an end in itself. Only those enrollees who meet established poverty criteria are paid for participation. Counseling is provided from two sources: the project has full-time counselors, and a member of the regular teaching staff of each participating school is hired as a part-time project employee.

Within the limits of a prescribed set of program components the program is individualized to fit the needs of each enrollee. The components from which the project director can develop his program are listed below. Those components marked "*" are mandatory for all enrollees.

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*Intake
*Assessment
Counseling
Vocational/educational
School
*Personal/Coaching
Orientation
Education
Training
*Work Experience
Orientation to Work and Higher Education
*World of Work Information
*Orientation to Higher Education
*Occupational Familiarization
*Orientation to Armed Services
Social Skills Development
Preparation for Urban Living
Financial Training
Leadership Development
Driver Education
Supportive Services
*Health Services
Transportation
Day Care
Opportunity Development
Job Development
Placement
Follow-up

Evaluation of the Model Program

Introduction

The model program which evolved from the research described above has been in operation for one year at each of three project sites. The purpose of this evaluation was twofold: to test the efficacy of the guidelines for the operation of the program, and to gather baseline data on experimental and control subjects, necessary for a later test of the effectiveness of the program in attaining its goals of better occupational and social adjustment of participating rural youth.

The approach used to conduct this evaluation is briefly described in the next three sections.

Site Selection

The North Central states include three distinctive geographic and economic regions -- the Corn Belt, the Great Plains, and the Northern Forest. The special character of the regions made it necessary to select a site in each. Iowa, Nebraska and Minnesota were selected to represent the three regions.

North Star research staff selected local agencies in three states to operate the program for one year. The selection of the local sponsor in Iowa, Minnesota and Nebraska was based on the interest, innovativeness, and past experience of the sponsor. In each state, persons at the state and local level were surveyed for recommendations of agencies that could meet these requirements. A final factor that influenced the choice of sponsors was the desire of the Department of Labor and North Star to include among the sponsors a traditional NYC sponsor, a governmental agency with no previous NYC experience and a nongovernmental agency. Consequently, the MATURA Community Action Agency (a traditional NYC sponsor), the Rural Minnesota CEP (a governmental agency with no previous NYC experience) and the Boards of Education of the dioceses of Grand Island and Lincoln were selected.

The selection of the counties to be served by the three sponsors was based on the availability of institutions that could provide enrollees with supplemental and advanced skills training; and on the population, migration rate, and average family income of the counties.

Flexible Guidelines

The research upon which the guidelines were based indicated the need for extreme flexibility in program operation so that the project director could fit the program content to the widely varying needs of the rural communities that he would be trying to serve. The sponsors and project directors were, as a consequence, given considerable freedom to determine how to implement the program guidelines in the counties served by their project. The purpose of this approach was to determine how successfully project directors could utilize the flexibility provided them.

General Evaluation Procedures

Field staff on site at each project and North Star research staff who traveled to the three projects have collected detailed information about how the project was being operated, how the guidelines were being interpreted, and the difficulties encountered in applying the guidelines to practical situations. These data show what the program actually is, as contrasted with what it was intended to be. Additional baseline data, essential for the evaluation of program effectiveness, were also gathered.

Incoming high school seniors were enrolled for the 1972 summer program and the 1972-73 school-year program. These enrollees will be compared with matched control subjects in the fall of 1973 with respect to a broad range of occupational, educational and social adjustment criterion measures. The design for this evaluation is shown in the flowchart on the next page.

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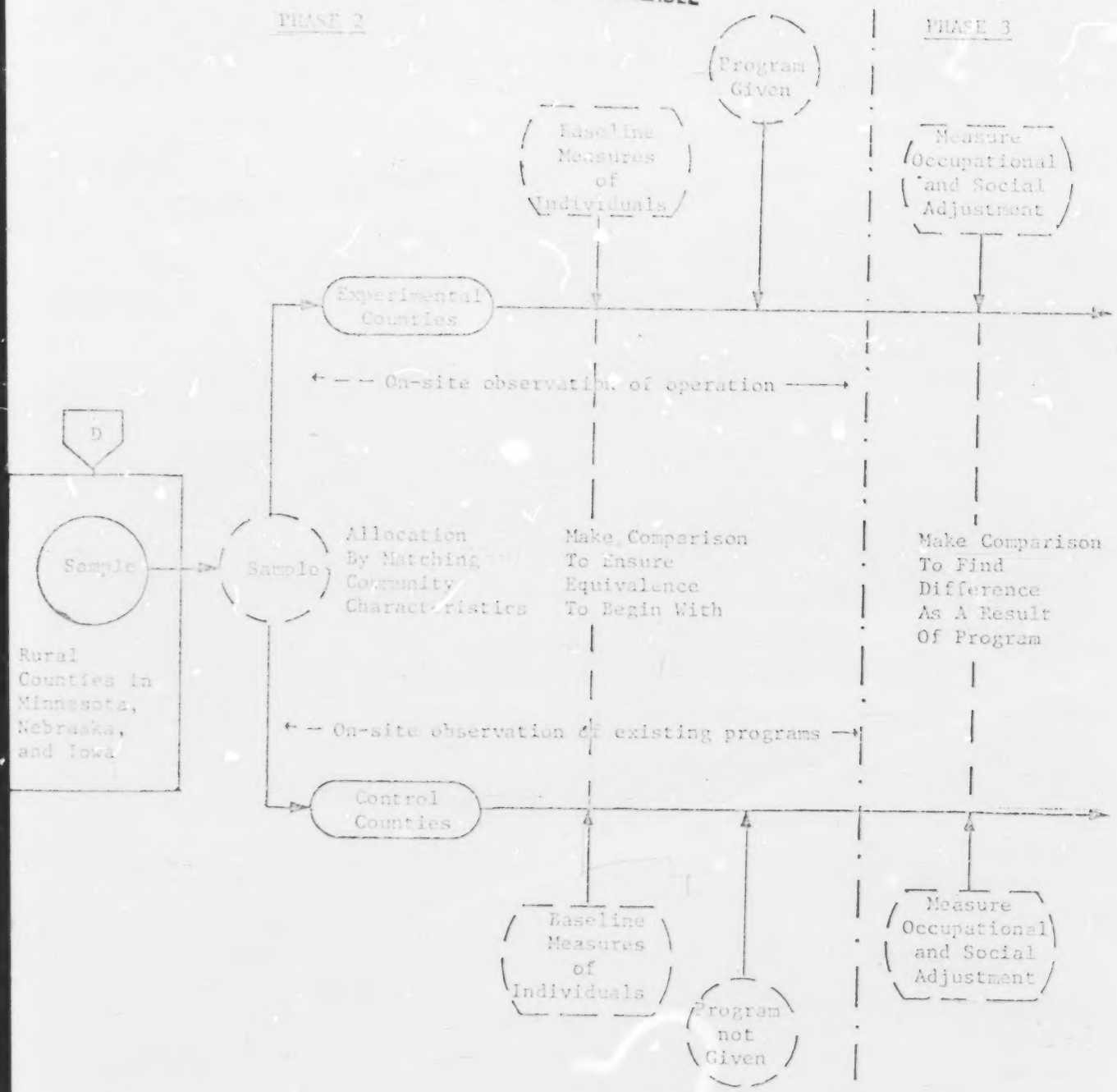

STUDY DESIGN FOR
EVALUATING PROGRAM EFFECTIVENESS
-- PHASES 2 AND 3 --

PROJECT OPERATIONS

Introduction

This report on project operations reviews, component by component, the manner in which the three projects implemented the program guidelines. The report will point out where the approach of the projects varied, where special problems developed, and where the projects were especially successful. The recommendations which conclude this report are an attempt to identify the most important findings of the first year of operation and to suggest that certain changes be made in the guidelines -- if they are used to implement similar programs in other rural areas.

The Establishment of the Three Experimental Youth Projects

During the second week of March 1972 the National Office of the Department of Labor notified the regional offices in Kansas City and Chicago that funds were available to operate experimental rural youth projects in Iowa, Nebraska and Minnesota. Negotiation sessions were conducted in Detroit Lakes, Minnesota, on the 24th of March, in Grand Island, Nebraska, on the 4th of April and in Creston, Iowa, on the 19th of April. The Iowa sponsor received a contract on the 24th of April, The Minnesota sponsor received a contract on the 8th of May, and the Nebraska sponsor received a contract on the 25th of May. By the 30th of May the Iowa and Nebraska project directors had completed their staff. With the exception of a vocational counselor to work with Indian youth, the Minnesota project director had hired his staff by the 15th of May.

The Role of the Sponsoring Agencies

Type of Agency Selected

A different type of agency sponsored the experimental rural youth project in each state. These three agencies represented the three large

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groups from which the Department of Labor could select a sponsor. The CAP agency in Iowa and the dioceses in Nebraska had previous experience with NYC. The CEP agency in Minnesota had not run an NYC program but did have considerable experience with Department of Labor programs.

Supervision of Project Operations

Of the three sponsors, the sponsor for the Nebraska project provided the least amount of supervision or assistance to project staff. Meetings between the sponsor and project staff were infrequent. The staff received very little direction or supervision from the sponsor. The Department of Labor regional office in Kansas City and North Star worked together to provide the technical assistance and supervision that was not provided by the sponsor.

The Iowa sponsor took a more active role in the operation of the youth project. However, this was limited principally to the selection of project staff and the financial management of the project. Little was done in the way of program supervision or direction.

The Minnesota sponsor took an active interest in project operations and was kept aware of the activities of project staff by a regular weekly report submitted to the sponsor by the project director.

Because of the prior professional association of the sponsor and the project director in Minnesota there appeared to be few problems related to the interpretation and implementation of the project that they were not able to handle. This was not true of the projects in Iowa and Nebraska.

The first Iowa project director resigned in October; the insecurity of a one-year project was given as the reason for the resignation.

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The acting director who followed was in constant disagreement with the local sponsor about agency policies regarding personnel. In January the acting project director was fired by the sponsor.* A third project director was appointed. The relationship between the sponsor and the current project director appears to be more amicable and productive.

The superintendent of schools for the diocese of Grand Island, who represented the Nebraska sponsor, failed to establish an adequate working relationship with the first project director in Nebraska. In mid-December this project director was terminated. An acting project director was appointed but, although the interaction between the local sponsor and the project improved during the following months, the second director was terminated in February. The sponsor had been unable to supervise the activities and program decisions made by either of the first two directors. A third project director, who was already employed by the sponsor, was hired. While the sponsor was no more active in supervising the project, the new director made an effort to keep the sponsor informed.

The hiring and firing of project directors in Iowa and Nebraska did not appear to have a direct effect on the program participants. However, these changes in project leadership did affect administrative procedures and policies and staff morale which indirectly affected program participants.

This experience suggests that guidelines should be established so that experimental projects of this nature are properly handled by local sponsoring agencies. Such guidelines should either be included in the guidelines developed by the agency designing the model program or they should be developed by the Department of Labor and disseminated to its regional offices so that they can be implemented when experimental projects are funded through the regional offices. (Appendix B describes some of the administrative problems of the experimental projects.)

*This action has been appealed to the Office of Economic Opportunity by that project director.

Project Staff

Recruitment of Staff

Because the experimental rural youth program was different from existing programs in rural areas, the project sponsors were faced with a major recruitment problem. The basic problem of finding qualified personnel was compounded by the various delays connected with establishment of the projects. As a result the period of time between the signing of the contracts and program implementation was very short.

The three sponsors used similar methods for recruiting the required personnel. All three registered the various job openings with state employment offices, and advertised in local and regional newspapers. They also conducted a certain amount of recruitment locally among persons they felt would be qualified for and interested in the various positions. Certain key members of the Minnesota youth project staff were recruited from the sponsor's current staff. The following table indicates the number of persons interviewed for each position.

Persons Interviewed

	Iowa		Minnesota		Nebraska	
	Male	Female	Male	Female	Male	Female
Project Director	2	4	1	-	10	-
Coordinator	4	5	-	1	6	1
Job Developer - Specialist	3	1	1	-	2	1
Vocational Counselor	2	3	45	14	5	2

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Selection of Staff

The selection process used to choose project staff varied among sponsors. In Iowa all members of the project staff were selected by the personnel committee of the MATURA Community Action Program. This selection was based on the recommendations of the Executive Director of the CAP agency. In Nebraska, the project director was selected by the local sponsor; the remaining staff members were selected and hired by the project director. The Minnesota sponsor followed a course similar to that of Nebraska.

One of the problems that the program faced, especially in Nebraska and Iowa, was the question of staff salaries. Regional office personnel and local sponsors argued that the salaries recommended by North Star were excessive. As a result, staff salaries in Iowa and Nebraska were considerably reduced from those suggested. The sponsors were able to fill the positions with the salaries that were offered; but, in some cases, more appropriately trained personnel might have been hired if better salaries had been offered.

The previous and current experiences of the Iowa and Nebraska sponsors with the NYC program may have been more of a handicap than an advantage. They tended to believe that personnel who were qualified to operate the NYC program would also fit into the experimental youth program. However, this is not the case. The experimental program is integrated with all aspects of the enrollees' education; a different quality of staff is needed. Local school administrators expressed concern about the qualifications of some staff members.* In general, rural NYC staff members do not possess the academic credentials and experience required to implement the experimental program and to win the support of local school administrators. Without this support the development of the in-school portion of the program would be severely weakened.

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*Appendix C includes information about the academic background and work experience of each staff person.

Training of Staff

From the outset there was some confusion about the responsibility of North Star and of the regional office to provide technical assistance to the projects. As a result, the staffs of the Iowa and Nebraska projects did not receive adequate in-service training.

No formal sessions of any kind were held in Iowa. The staff members learned as they went by reading the guidelines, asking questions of the research staff, and associating with other project staff members. The project sponsor conducted no formal introduction to the program or its objectives.

The Nebraska sponsor took the same approach to the project. One all-day orientation session was held for the new staff at the end of May, and was conducted by the project director and by research staff from North Star. A second training session was conducted during the Christmas vacation. This session focused on counseling techniques. Three project staff members were also sent to a human development workshop in Florida. Project staff members of both the Iowa and Nebraska projects attended occasional professional conferences and meetings throughout the year.

The Minnesota project sponsor conducted a two-day staff in-service training session the first week of June. A second staff training session was held in August; that session also lasted two full days. In addition, project counselors attended training sessions on the use and interpretation of the Minnesota Interest Questionnaire and the General Aptitude Training Battery. Finally, an all-day workshop designed to provide the counselors with some job development skills was conducted in January.

Utilization of School Advisors*

It was the intent of the guidelines that school advisors be paraprofessional counselors who could provide the project counselor with local assistance in enrollee counseling and in school and community concerns.

The school advisor idea was basically sound. However, because project staff needed to gain local acceptance of the program quickly, they were too willing to accept whoever school administrators recommended for this position. As a result, some of the school advisors were not fitted for the role they were expected to play. A majority of the school advisors were either superintendents, principals, or counselors. Frequently, their regular role would conflict with the personal counseling and program assistance role of the school advisor. Furthermore, the activities associated with their regular position were so similar to those associated with the youth project that it was possible to perform the same activity for two employers.

Another problem that project directors faced was that it was not clear what the school advisor should do. The responsibilities of the advisor varied from school to school. In addition to being on the spot and available for personal guidance and counseling, school advisors seemed to function best in the work experience and curriculum coordination areas. Iowa project staff did not use school advisors at all. Minnesota and Nebraska had a school advisor associated with each school they served. "The school advisor concept seems to be a key to local acceptance of the experimental program."

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*"School advisors", "school representatives", and "coaches" are three terms which refer to a local school staff person who works part-time for the youth project.

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Planning

Because this was a one-year project, the time constraints faced by the staffs limited their planning efforts. The "time pressure" element was felt most strongly by the project staffs in Iowa and Nebraska, where they tried to conform to the schedule outlined in their respective contracts. This meant that they were constantly faced with deadlines and, as a result, frequently selected activities and materials without an adequate investigation of the quality. A further consequence was that most of the planning that was done was short-term planning. The result was a lack of consistency from one month to the next. One exception to this situation was the work training program which was implemented in the Nebraska project. This involved a major planning and implementation effort by the job specialist and vocational counselors.

The Minnesota project staff moved more gradually. They conducted a very limited summer program. This resulted in a more coordinated and consistent program during the school year. For example, the approach adopted by the Minnesota project staff required that a specific plan be developed for each school included in the project. Each plan outlined the activities that would be available and defined the responsibilities of the project to youths in that school. Further examples of their planning efforts are a formalized statement of goals and objectives for enrollees and a formalized system for completing an enrollee training plan.

Publicity and Program Promotion

Due to the late granting of contracts, all three project staffs were forced to meet rather quickly with school administrators; advance publicity and program promotion was impossible. Contracts were signed late in the spring of 1972, when some schools were being closed for the summer. Furthermore, the Department of Labor national office requested that project directors await the official Department of Labor press release. This was not made until June 26th. If the Department of Labor press release at the national level had been made earlier, it would have been of considerable assistance to project staff.

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The Minnesota project was able to utilize the services of a public information person who worked for the sponsoring agency. This resulted in a considerable amount of promotional and publicity activity. In addition to articles which appeared in the CEP Newsletter and a specially designed brochure for the youth program, articles appeared frequently in local newspapers.

In Iowa, articles about the youth project were published in local newspapers. An open house was held at the end of the summer project and open houses were conducted at the two community centers. Apart from these efforts little was done to publicize or promote the program at the local level.

The Nebraska project director appeared on a television show and also participated in several radio programs in the area in order to publicize the program. More publicity was planned but only an occasional news article was actually written.

Communications

Communications Between Projects and Schools

Because the experimental youth program requires a close association between project staff and school administrators and staff, the successful operation of the projects depended upon regular communication and cooperation between these two groups. One role of the school advisor was to facilitate this process. Whenever a project was able to secure an interested, active advisor there was generally a good relationship between the project and the schools. Problems developed when (as in Iowa for example) some school administrators lacked confidence in the ability of the sponsor or project staff to implement the program.

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Project staff in Nebraska were able to establish a certain measure of rapport with most of the school administrators in the 12 schools that participated in the experimental program. Problems developed from time to time when project staff were not in agreement about what the project could and could not do. This situation was relieved somewhat when it was decided that the vocational counselors, as project field representatives, should speak for the project in their respective areas.

A similar situation existed in Minnesota. The vocational counselors had primary responsibility for operating the program in the schools served by them, and frequent staff meetings together with day-to-day coordination provided by the project coordinator prevented the project from being divided into subprojects. Regular communication between the project staff and school administrators was maintained throughout the year.

Communications Between Projects and Enrollees

Communications between projects and enrollees was centered basically in the project vocational counselor. It was the responsibility of this staff member to see that the enrollees were made aware of the services available through the project and supplied with information about obtaining them. All three projects tended to carry out this function fairly well.

A newsletter was used also by the Nebraska project director during the summer program, but was not continued during the school year.

Communications Among Project Staff

The distances which separated project staff members from each other made regular communication between all staff members impossible. However, regular staff meetings were conducted throughout the year, particularly in Minnesota. In Iowa, because of the more concentrated character of the project area, it was possible for the staff to have fairly regular contact with one another.

In general, there were few intrastaff problems. The one exception was in Nebraska where the first project director and project coordinator were in frequent conflict with each other. There were also occasional disagreements among staff members in the Iowa and Minnesota projects regarding program policy and operation.

Enrollee Recruitment Activities

Approach

Minnesota project staff moved more slowly in this area than did the staffs of the other two projects. Because of the large number of potential enrollees, Minnesota project staff could not go on to new schools until they were fairly certain that they had enrolled as many youths as were interested in the program in any one school. Consequently, the Minnesota project staff spent most of the summer and early fall recruiting enrollees for the program.

Recruitment activities in Minnesota were affected by the summer and in-school NYC projects in the general project area. Since youths had already been recruited for the summer NYC program it was difficult to recruit a large number of young people for the summer experimental youth program.

Minnesota recruitment activities included a preliminary explanation of the program to school superintendents and other administrators. A meeting with the school board frequently followed the initial presentation. Finally, meetings were arranged with large groups of youths (and occasionally their parents) at which time the program was presented to the young people. At a later time, those who were interested in participating in the program met individually with a program counselor.

The project staffs in Iowa and Nebraska followed the same recruitment approach used in Minnesota.

The Nebraska project and its staff were forced to contact all 12 of the schools in their target area within a period of about two weeks in the middle of May. This was because their contract was finalized in early May and staff were not hired until the middle of May. Schools in Nebraska close for the summer in the middle of May.

Because of these problems, project staff decided to invite the young people to a large special event that would give the staff a forum for presenting the program to the youths. Arrangements were made to hold a picnic for youths from the 9-county area in the early part of June. Less than one-fourth of those who were invited attended this picnic. At this event, additional youths were contacted, but the cost and waste involved in the picnic resulted in bad publicity for the program.

Iowa project staff had no problem recruiting enrollees for the summer program. Only youths who were economically disadvantaged participated in summer activities. However, the unusual fall program* planned by project staff resulted in the exclusion of several schools because these schools either did not have release time available or were not able to provide adequate transportation for their students to participate. Furthermore, project staff felt that they would be able to reach their slot level by including only four schools.

Criteria for Eligibility

With one exception the criteria described in the program guidelines were utilized by project staffs to recruit young people. The one exception occurred in the Minnesota project.

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*Program activities were located in two community centers developed by project staff. These centers were located in Mt. Ayr, Iowa and Corning, Iowa.

During the negotiation period prior to signing the experimental youth project contracts, the Chicago regional office recommended that the Minnesota project include a sizable minority group. The addition of this group made it necessary to modify the geographic target area which had been previously selected. In order to reach the slot levels which were included in the contract, it was necessary to enroll Indian youths from three Indian reservations in North Central Minnesota. Minority youths qualified for participation in the program on the basis of recognized Indian ancestry.

Out-of-School Enrollees

No project managed to reach the estimated slot level for dropouts. The Minnesota project director felt that there were enough potential enrollees for the dropout portion of the program, but the press of other activities kept project staff from spending sufficient time to achieve the suggested slot level. The Iowa project came closest to achieving the enrollment goal for dropouts. However, the project was operating under the same time constraints as the Minnesota project. The Nebraska project staff reported that very few dropouts remain in the area after dropping out.

Summer Program

Minnesota

The 1972 summer program in Minnesota consisted mostly of recruitment, testing, counseling and some work experience. Project staff also made plans for the in-school program.

Nebraska

Very few youths were available for the summer program in Nebraska. Only a small portion of the youths qualified to be paid for participating. Most of the other youths, and even some of those who qualified for pay, were able to find jobs. Other youths were not available to participate in the program because of previous vacation plans and other summertime activities. Nonetheless, a summer program was offered. Approximately 80 youths attended some portion of it.

The Nebraska summer program emphasized counseling, testing, special program orientation, and vocational exploration. The program included a trip to Denver. Most program activities were conducted in the afternoon and evening. Those in the evening were the best attended. However, only a few youths were active full-time enrollees. The special program orientation was designed by four people hired to design the materials and assist the staff with its implementation.

The vocational exploration classes were taught by instructors from the Mid-Plains Vocational Technical School in North Platte. Four courses were taught for one week each at four different sites. These included courses in aviation ground school, electricity, small engine repair, and upholstering.

The trip to Denver was made by bus. The youths were gone four days and visited a variety of educational, cultural, and occupational institutions.

Iowa

The Iowa project offered a full summer program to 47 economically disadvantaged youths. The program consisted of testing, counseling, special program orientation, and occupational exploration.

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The project utilized a variety of resources to cover the following areas of program orientation: the world of work, occupational familiarization, armed services, financial training, and leadership development. Guest speakers, films, printed material and field trips were the principal sources of information. A special "bachelor living" mini-course was a required activity for all boys.

Exploratory areas covered by the summer program were the following: fashion merchandising, household management, adult and child care, interior design, health occupations, media, metals, welding, heat treating, electronics, woodworking, sheet metals, small engines, industrial occupations, drafting, autobody shop, college media introduction, and auto mechanics. These courses varied in length from one to three weeks. Instructors for the courses were drawn from the local community.

In-School Program

Overview

The in-school program varied across the three projects. The Iowa project emphasized career exploration; the Minnesota project emphasized the special program orientation, supplemental education and training and work experience; the Nebraska project encouraged youths to take post-high educational and vocational courses, and supplemented the high school curriculum with both software and hardware. All three projects provided vocational counseling, took field trips, and furnished placement services to enrollees.

In each state, project directors sought to supplement what was already available in the local community or school. Occasionally some duplication of effort or activities occurred; but, in general, the directors successfully avoided duplication.

Counseling

The vocational counseling activities of the three projects were coordinated with the counseling program of each high school included in the program. This resulted in a variety of arrangements, depending upon the counseling program in each school. In some cases, when there was no vocational counselor or only a part-time counselor, the project counselor became the counselor for the senior class. In other cases, the senior class was divided between the project counselor and the school counselor. In some cases, the project counselor dealt with the noncollege bound youths; in others, he counseled only those enrolled in the youth program. In some cases, no formal arrangement was reached.

Counselors had some difficulty with the required training (or employability) plan described in the guidelines. Eventually, all three projects developed a formal plan of some sort. These were applied more formally during the second half of the program year. (A copy of the Minnesota plan developed by the job specialist is included as Appendix D.)

Education and Training

Two basic approaches were used by the projects to implement the education and training component. The first approach resulted in the utilization of existing post-high school educational and training courses by the projects. The second approach required that the projects develop their own courses.

Through efforts of the Nebraska project a variety of post-high school education and training courses were made available to youths in their home community or at the Vocational-Technical School in North Platte. (A list of these courses is included as Appendix E). To a much lesser extent a similar program was arranged for one school in the Minnesota project.

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All three projects tried to provide additional education and training opportunities for enrollees in both individualized and group settings. Most of these efforts took place during the second half of the year. In the absence of explicit recommendations by school staff members, project staff and project enrollees spent the first half of the year determining what would be most useful.

In Nebraska, approximately 75 individual training sites were set up throughout the community by the job specialist; enrollees were released from school to attend the training sessions. The project also furnished the schools with supplemental curriculum resources and equipment.

In the Iowa project, exploration stations were established at two project community centers.* (A list of the exploration stations contained in each center is included in Appendix E.) In addition to the training available at the community centers, several youths were placed throughout the communities where they could observe professionally trained persons and skilled workers using their skills.

The Minnesota project also utilized individualized and group training situations and provided supplemental education opportunities during and after school hours. (A list of the courses that were offered is included in Appendix E.)

*An estimate of the costs associated with these centers is included in Appendix F.

Special Program Orientation*

The initial research study indicated certain deficiences in the preparation of rural youth for the post-high school world. The program guidelines identified several of these, and stated that wherever the local high school does not provide this information or these experiences the project should.

The Iowa and Nebraska projects emphasized these areas during the summer program. Youths who did not participate in the summer program were dependent upon the efforts of the vocational counselor for any exposure to these areas during the school year. The approach to the material during the two summer programs included guest speakers, the use of films and field trips, and small group discussions. No formal, coordinated curriculum was developed, although several portions of a curriculum were developed for the Nebraska project.

The Minnesota project subcontracted the task of developing a complete curriculum covering the various areas to North Star. There were several delays while the contractual arrangements were being made, and, as a result, the material was not available until December.

Four instructors were hired by the Minnesota youth project to teach in the 13 project schools. Several schools made time available during the regular school day for the instructor to cover the material with their young people. Other schools made it possible for the instructors to meet with the youths in full one- or two-day workshops held several times during the second half of the year. When school time was not available, evening classes were arranged.

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* Special program orientation includes the following topics: orientation to the world of work, higher education, armed services, urban living, occupational familiarization, financial training, and communication skills.

In general, the material was found to be quite useful. Since this was the first field use of the material, instructors, on the basis of this year's experience, have recommended that certain sections be updated and revised.

Work Experience

The Iowa and Nebraska projects did not make use of the work experience component. The opportunities were quite limited and it was felt that other program opportunities would be of greater benefit. The Minnesota project made extensive use of work experience. Project staff were able to locate many career-related work sites.

Job Development and Placement

All three projects were somewhat weak in this component. Their efforts were also affected by the decision to operate the program for a second year. During the month of May their attention was turned from the senior class of 1972-73 to the senior class of 1973-74. In addition, the Iowa project was without a job developer for the second half of the year. The Minnesota and Nebraska job developers became project coordinators, as well, and their time was divided between the two roles.

The Minnesota project director arranged a workshop for the vocational counselors to provide them with some skills in job development. This procedure appears to be a workable one.

Supportive Services

The principal supportive service utilized by all three projects was mileage reimbursement. In Iowa, transportation was supplied by school buses, and the schools were reimbursed. In Nebraska and Minnesota, school buses and personal automobiles were used for program transportation. Youths in Nebraska were reimbursed at 10 cents a mile. In Minnesota, the project staff negotiated a separate reimbursement rate for youths in each school; it ranged from 5 cents to 10 cents a mile. Schools were reimbursed at the standard rental fee.

In addition, the projects provided additional supportive services when the project counselor determined that these services could not be obtained from any other source. Such services included day care fees, medical expenses, clothing, testing fees, and subsistence expenses. The funds used for these purposes constituted a minor portion of the budget. Moreover, it was felt by all three project staffs that the ability of the project to provide them was essential.

Field Trips

Educationally and occupationally oriented field trips were incorporated into program activities by all three projects. In addition, each project provided at least one multi-purpose field trip for some of its enrollees. During the summer, approximately 80 Nebraska youths went to Denver. A smaller group of students from one high school spent a few days in Grand Island and Omaha during the school year. Three groups of approximately 30 youths from the Minnesota project spent a weekend in Minneapolis. The Iowa project, on two separate occasions, took a group of 30 youths to Chicago. (Descriptions and agendas of these field trips are included in Appendix G.)

Resources

The projects purchased, rented, or borrowed various resources for use in program components. These included testing instruments, instructional guides, printed materials, and technical equipment.

Apparently, an increasing number of companies are producing materials for "career education". A considerable amount of it is untried, but the absence of such materials in the past and the need for them today makes new products attractive. Some project staff members in Iowa and Nebraska tended to accept these materials without adequate investigation into their utility or the availability of equally good or better materials at lower cost.

For example, the "Talent Assessment" testing program was used in both Iowa and Nebraska. Although the test appears to have some merit, no validation tests have been conducted, and project staff were not trained to make use of the results. Also, the "Motivation for Career Success" program purchased for use in an instructional setting in Iowa was not liked by enrollees; nor were project staff able to use it properly. Some enrollees lost interest in the experimental program as a result. The Nebraska project purchased a considerable number of books and curriculum guides. Much of this material went unused because the school staffs were not interested in it, and the delivery system did not function properly because the person hired to manage it was not dependable.

The largest single purchase of resource material was the curriculum materials for the special program orientation purchased by the Minnesota project from North Star. Preliminary impressions of the material by those instructors who used it indicate that most of it is quite good. The weakest area is the quality of some of the recommended supplemental resources and the instructional approach recommended in some areas (e.g., most of the instructors were untrained in role-playing and had some difficulty using it). Consequently, workshops will have to be provided to develop the necessary instructional skills, or a different instructional approach must be used.

Scholarship Credits

By agreement between the regional Department of Labor offices in Chicago and Kansas City and the local sponsoring agencies, that portion of the guidelines which specified the method to be used when paying enrollees was handled differently in each state. In Iowa all economically disadvantaged youths were paid for all program participation. They were paid every two weeks. In Nebraska a similar system was adopted; however, it was recommended that enrollees participate in a payroll savings plan established by the project. In Minnesota all wages earned by economically disadvantaged youths in work experience were paid to them every two weeks. However, income earned for participating in other program activities was withheld from enrollees and made available to them upon request or at the end of the program year. While the original scholarship credit idea remains a fine idea, the legal problems associated with its implementation make it impractical.

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RECOMMENDATIONS

1. Selection of Schools to be Included in Projects

The rural youth program should be made available to schools without vocational counselors or schools with only part-time counselors. Only if a project can adequately serve these schools should other schools be included.

This recommendation is supported by the data obtained from the original research and the opinions of project staff counselors. The youth in such schools appear to be in the greatest need of program services.

2. Enrollee Eligibility Criteria

The rural youth program should be made available only to those schools in which all youth qualify for participation on the basis of community criteria.

The program guidelines include criteria by which an individual youth may qualify even when the school itself does not. The experience of the past year suggests that such special identification in rural areas may constitute a greater handicap than any benefit that would be derived from participation.

3. Program Promotion at Project Area Schools

The rural youth program guidelines should include explicit instructions to project staff to make special efforts to get information to and obtain the cooperation of school administrators and the school's teaching staff.

While the guidelines assume that this will take place, it should be stated clearly so that its importance is recognized by project staff.

4. Program Promotion in Project Area Towns

The rural youth program guidelines should include explicit instructions to project staff to make certain that local leaders and businessmen are aware of the program and its objectives and opportunities.

The guidelines assume that project staff will perform such activities. However, because work experience sites, individualized and group training sites, and post-program job placement are dependent on local community support, project staff responsibilities in this area should also be clearly stated.

5. Recruitment of Project Staff

Rural Youth Program sponsors should recruit project staff who have academic credentials that will be respected by school administrators. In addition, persons with previous experience in the manpower or employment area and who are enthusiastic and energetic would seem to be the best candidates for staff positions.

While the combination of all these attributes in one person will occur only rarely, the importance and value of each should be recognized by rural youth program sponsors.

6. Payments to Enrollees

The rural youth program should pay economically disadvantaged youths for all participation during the summer months and only for work experience or work-training participation during the in-school program.

This approach would utilize the motivational value of payment during the period when it would do the most good and have the most force. It would also reduce the distinction between paid and unpaid youths during the school year.

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7. Summer Program

Summer programs should be operated only if there are activities that can be provided to enrollees during the summer that cannot be duplicated during the school year.

The summer program contained in the youth program guidelines is not feasible in the Sand Hills of Nebraska. There is some evidence that a summer program can be operated in Iowa. The Minnesota summer program was too limited to draw any conclusions.

8. Training (Employability) Plan

The training plan developed by the Minnesota project should be used as the foundation for the training plans of other projects.

The original program guidelines included only an outline of what should be included in a training plan. The plan developed by the Minnesota project coordinator expands the outline into a complete system.

9. Special Program Orientation

Rural youth project staff should agree on a specific plan for covering the suggested content.

The materials developed for Minnesota can be modified to fit other regions of the North Central states. This is an important part of the program. The guidelines contained only an outline. The materials developed for the Minnesota project will provide a consistent basis for other projects.

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10. Placement

Rural youth project staff should develop a coordinated formalized system for providing information, establishing personal contacts, and arranging for other support help to enable the project counselors to place enrollees in an institute of higher education or training or a job.

11. Resources

Rural youth project staff should investigate the quality of all materials to be used by the youth project. This means checking with the Department of Labor regional office, the State Office of Education, or North Star, before investing program money in resources.

APPENDIX A

APPROACH USED TO DEVELOP PROGRAM GUIDELINES

0041

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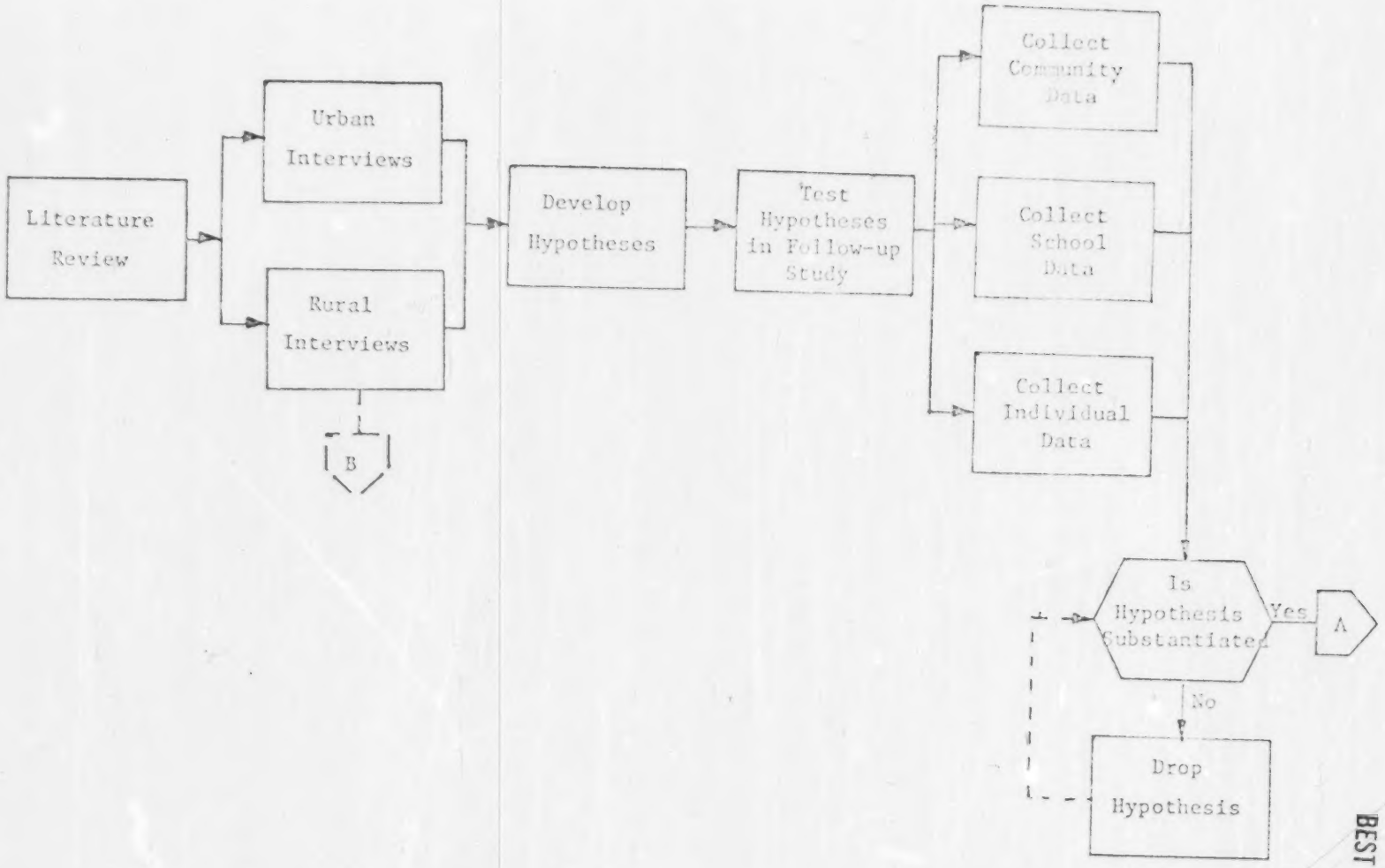
The flowcharts on the following pages delineate the steps followed to arrive at the program guidelines used by the experimental rural youth projects.

Initially, a large number of hypotheses were developed concerning the factors that affect the later occupational and social adjustment of rural youth. These hypotheses were then tested in a follow-up study of 1144 young adults. The findings of that follow-up were the basis for the model program for rural youth growing up in the North Central states.

In order to convert the research findings to program guidelines each variable that had been shown by the previous research to affect social or occupational adjustment of rural youths was analyzed in terms of its manipulability and the institutions available in the rural community to manipulate it. The resulting guidelines were carefully checked for their acceptability to rural leaders and to the rural community as a whole. This program emphasized those factors shown by the research to have a positive effect on the future of these youths, and was aimed at counteracting those factors shown to have a detrimental effect on their future.

The guidelines and the handbooks for three experimental projects to be located in Nebraska, Iowa, and Minnesota were submitted in May of 1971. Because the model program had almost none of the characteristics of the existing rural NYC program, it was called the "Rural Youth Program".

The implementation of the guidelines was delayed by about a year. Originally the project would have begun in the summer of 1971. However, the operating funds needed to implement the three projects were not available until the Spring of 1972.



Part A

STUDY DESIGN FOR PREVIOUS RESEARCH

(Report Submitted August 1969)

0043

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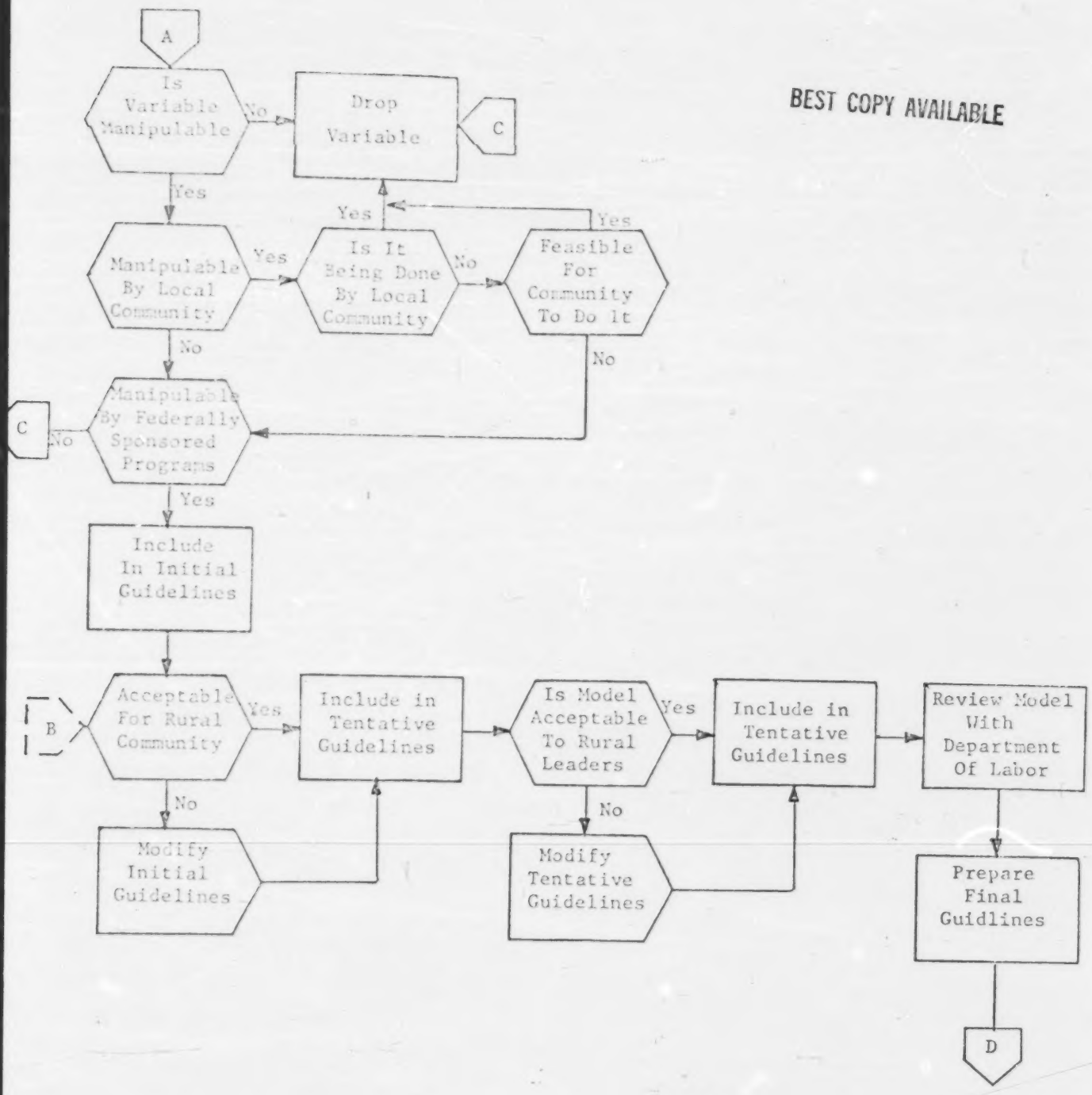

PART B

STUDY DESIGN FOR

PHASE 1 OF PROGRAM

(REPORT SUBMITTED MAY 1971)

APPENDIX B

SPECIAL ADMINISTRATIVE PROBLEMS RELATED TO
THE OPERATION OF THE EXPERIMENTAL PROJECTS

0045

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Confusion of the Roles of North Star Research and the Department of Labor Regional Offices

North Star was assigned two roles in its contract with the Department of Labor. First, during the start-up phase of the experimental youth projects, North Star was to be actively involved in selecting sponsors, surveying local high schools to determine their interest in participating in the program, and providing technical assistance while contracts and budgest were being developed.

Second, during the period of program operation following the start-up of the projects, North Star's role changed to the less active one of observer and data collector. Only when directors of the projects or of the sponsoring agencies requested specific technical assistance was North Star to be involved in project operations. The most appropriate technical assistance would consist of interpretation of the program guidelines and of the research on which they are based.

Some of the problems associated with program operations during 1972-73 are related to misinterpretations of North Star's role on the part of project staff and regional office staff. Although North Star had no contractual responsibility for taking a more active role, project staff and Department of Labor regional office staff anticipated greater involvement by North Star. The regional offices had contractual responsibility for supervising the sponsors and the projects. However, because of North Star's key role in initiating the projects, it was difficult for project staff to distinguish between that role and the supervisory responsibility of the regional offices. Efforts by North Star and the regional offices to resolve this confusion were not completely successful.

Communications

Communications Between Projects and Regional Offices

The communication linkages established between the projects and the regional office depended largely on the past relationship between the sponsoring agency and the regional office. The Kansas City regional office had not been in favor of the sponsor selected for the experimental project in Nebraska. As a result the regional office was reluctant to assume responsibility for coordination of a project it had advised against. Thus, at least initially, regional office involvement was more restricted than would normally be expected for such a project.

The situation was considerably different in Minnesota and Iowa. In both states the local sponsor had already established a solid foundation for working with the regional office. Communication and support were generally good. However, the projects in all three states suffered somewhat from the inadequate definition of the roles of the various parties involved in the project. The roles of the Department of Labor national and regional offices, North Star Research Institute, and the local sponsor were not clearly defined initially, nor were they ever completely agreed to by all parties during the life of the project.

Communications Between the Projects and North Star

Communications between the projects and North Star were based on the presence of local field staff representatives, frequent visits by research staff, and regular telephone communication between project directors and research staff. Efforts by research staff to clarify the role of North Star in program operations were not completely successful. The project directors of the Iowa and Nebraska projects would have preferred that North Star take a more active role in the management of these two projects; however, this would have been in conflict with the contractual obligations of North Star to the Department of Labor.

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Communications Between Projects and State and Local Agencies

Because of the operational pressures created by the delays in the funding process, the Iowa and Nebraska projects failed to establish adequate early linkages with the State Departments of Education and the Employment Security Offices. The Minnesota project director did contact several people connected with these agencies in Minnesota. During the program year he continued his efforts to make people associated with the manpower and education agencies aware of the program and its objectives, and solicited their assistance when it seemed appropriate.

The Iowa project staff did inform the regional consultant for the State Department of Education about the project. However, they did not expand their efforts to include other persons at the state level.

The Commissioner of Education in Nebraska requested that the project director meet with his staff and explain the project to them. People at both the State Department of Education and the Employment Security office in Nebraska felt that they had not been adequately consulted or informed about the project. They were unwilling to support or encourage others to cooperate with it. In fact, the Commissioner of Education for Nebraska wrote several letters to U. S. Senators and Congressmen from Nebraska asking that they investigate the project. He had been told that the $400,000 project budget was to be used for approximately 100 youths. He and his staff quickly divided the $400,000 by 100 and came up with a figure of approximately $4000 per youth. The actual figure was 250 youths and the budget included money for paying youths who were economically disadvantaged. The state education budget does not include an income transfer feature and the comparison with that budget was unfair.

APPENDIX C

PROJECT STAFF

0049

PROJECT STAFF

Project Director	Degree	Area of Study	Related Experience
Iowa			
1. Director*	BS	Agriculture	None
2. Director**	BS	Humanities	Instructor (high school)
3. Director	MS	Education	Counselor (high school)& Counselor (rural youth program)
Minnesota			
Director	BS	History	Assistant Director Rural Minnesota CEP
Nebraska			
1. Director**	MS	Education	School Administrator & Training Supervisor
2. Director**	BA	Biology	Coordinator (rural youth program)
3. Director			NYC Director
Project Coordinator			
Iowa			
Assistant Director (hired in January)	MA	Latin America Area Studies	Instructor (high school)& Residence Hall Director (college)
Nebraska			
1. Coordinator***	BA	Biology	None
2. Coordinator	BA	Business	Job Specialist (rural youth program)
Minnesota			
1. Operation Specialist*	BA	Biology	Outreach & Rural Minnesota CEP
2. Operation Specialist	BA	Social Studies	Follow up - Rural Minnesota CEP

Job Specialist	Degree	Area of Study	Related Experience
Iowa			
1. Job Specialist*	BA	Philosophy	Youth Worker (Catholic Priest)
2. Job Specialist***	BA	Social Work	None
Minnesota			
Job Specialist	BS	Psychology	Job Developer - Rural Minnesota CEP
Nebraska			
Job Specialist	BS	Business	None
Vocational Counselor			
Iowa			
1. Counselor***	MS	Education	Counselor (high school)
2. Second Counselor	MS	Education	Counselor (high school)
3. Third Counselor	BS	Social Work	None
Minnesota			
1. Counselor*	BS	Vocal Music	Instructor (high school)
2. Counselor	BS	Sociology	Tutor (high school)
3. Counselor	MS	Voc. Rehab. Counseling	None
4. Counselor	BS	Sociology	Adult Education
5. Counselor	BS	History	Head Start Director

*Resigned during the program year.

**Terminated during the program year.

***Moved to another staff position during program year.

APPENDIX D

TRAINING (EMPLOYABILITY) PLAN

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THE EMPLOYABILITY PLAN

The Employability Plan concept, as defined by the Minnesota Youth Program, is essentially a goal selection PROCESS. It is implemented, in part or in its entirety, to assist each student in the selection of a REALISTIC and ACCEPTABLE goal to pursue after graduation from high school.

The Employability Plan utilized by the Minnesota Youth Program is called the Occupational/Vocational Planning System. The factor which is most unique about the Occupational/Vocational Planning System is the emphasis on the word PROCESS.

The Occupational/Vocational Planning System is much more than a statement of each student's situation.

The Occupational/Vocational Planning System is a PROCESS through which each student moves to gain the following:

1. A clear understanding of his abilities, aptitudes, interests and needs.
2. A realistic and acceptable goal to pursue upon graduation from high school.
3. A step by step plan which he/she must follow in order to achieve his/her goal.
4. A clear understanding of the barriers which may stand between an individual and the achievement of a goal.
5. An awareness of the factors to consider and the procedures to follow if a different goal is selected after graduation from high school.
6. A better understanding of the World of Work, society and the various skills and techniques necessary to enable a smooth transition into post high school life.

OCCUPATIONAL VOCATIONAL PLANNING SYSTEM

The Occupational Vocational Planning System is a career education process designed to assist a student in the selection of a realistic occupational/vocational goal to pursue after graduation from High School. The system incorporates those tools which have been shown to be helpful in the goal selection process. The system depends upon the ability of the counselor to utilize the process in a meaningful manner to assist the student in the goal selection process.

The OVPS is characterized by the following:

Goal Oriented

The system is designed to result in an acceptable and realistic occupational/vocational goal.

Personalized

The system treats each student in a manner consistent with the student's needs, abilities and interests.

Individualized

The system allows the individual student to actively participate in the planning process.

Flexible

The system allows the counselor the opportunity to implement the system in any manner consistent with the student's needs.

Scope

The system allows the counselor to implement any of a large range of activities in order to assist the student with the goal selection process.

Informative

The system is designed to enable the student to gain access to relevant information to assist him/her in selecting a goal.

It is recognized that the Occupational Vocational Planning System (OVPS) will be more valuable for some students than for others. This is due to the fact that the Youth Program will be dealing with basically three groups of students.

1. Those who plan to go on to college.
2. Those who plan to go on to vocational school.
3. Those who do not plan to go on to further institutional training.

For those students who plan to go on to college, the OVPS will not be of much value in selecting a goal (basically, going to college would be the goal) but it would point out several factors that may affect their success in college and present the student with information that will make the initial transition to a college setting smoother. It would also provide information the student should be aware of in selecting a field of study (for example, employment projections).

For those students who plan to go on to vocational training, and those who do not plan to take further training, the OVPS will be of immense value in enabling the student to select a REALISTIC field to go into.

The OVPS is essentially a new process. For the purpose of organization the components of the OVPS will be identified as follows:

Orientation and Testing	OVPS I
Occupational Familiarization	OVPS II
Orientation to the Armed Services	OVPS III
Orientation to Higher Education	OVPS IV
Orientation to the World of Work	OVPS V
Orientation to Urban Living	OVPS VI
Communications	OVPS VII
Cost and Financial Training	OVPS VIII
Barrier Identification Sheet	OVPS IX
Counseling (Occupational and Personal)	OVPS X
Education and Training	OVPS XI
Field Trips	OVPS XII
Sequential Step Sheet	OVPS XIII

The first step in the implementation of the OVPS is the utilization of OVPS I (Orientation & Testing) by the counselor with each student assigned to his caseload. The objectives of OVPS I are twofold: 1) To orient each student to the Youth Program, 2) To register in a valid and reliable manner students interests, abilities, aptitudes and needs.

The testing portion of OVPS I is important; however, extreme caution must be taken to enlist the full support of the individual school for the testing program. In those schools which might be opposed to the aptitude, needs and interest measuring instruments used under the OVPS a search should be made to find data correlating the various instruments used by the particular school with instruments utilized under the OVPS.

Basically, the instruments utilized under the OVPS are for the purpose of delineating the following:

1. Interests
2. Abilities
3. Needs

The interest inventories are used to indicate the present direction of the student's interests. The instruments utilized will be either the Strong, Kuder, MVII, VPI, or a combination of these instruments.

It is recognized that results received from an interest inventory are subject to many uncontrollable variables; it is felt, however, that the tool is useful in providing the counselor with a starting point.

The aptitude test is used to provide the counselor with information regarding the potential of the student to succeed in the goal area he has chosen. In order to successfully utilize the results of an aptitude test the counselor should be fully aware of the specific

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aptitude requirements of goal fields. The aptitude test utilized by the Youth Program will be the General Aptitude Test Battery (GATB). The instrument utilized to determine the student's occupationally relevant needs is the Minnesota Importance Questionnaire (MIQ).

The second step in the OVPS for each individual student is the initial selection of a goal. In order to determine the individual student's progress to date in the selection of a goal, the counselor will implement OVPS X (occupational counseling) with each student on his caseload.

Assuming the student has already selected a goal, the counselor will implement OVPS IX (Barrier Identification Sheet). If the student completes the Barrier Identification Sheet with no discernible barriers among the Primary and Secondary Qualifications, the counselor will then implement OVPS XIII (Sequential Step Sheet). Included among the steps will be each step the student must follow in order to achieve his/her goal. Also included will be steps to overcome any barrier identified among the last four barrier categories on the Barrier Identification Sheet.

Assuming the student has not selected a goal (as determined through OVPS X (Occupational Counseling), the counselor will implement OVPS II (Occupational Familiarization), OVPS III (Orientation to the Armed Services, emphasizing the training opportunities), and OVPS IV (Orientation to Higher Education). If the student, upon completing these components, selects a goal the counselor will then implement OVPS IX (Barrier Identification Sheet) and subsequently, assuming no barriers are defined among the first two categories, OVPS XIII (Sequential Step Sheet).

Assuming a barrier (on the Barrier Identification Sheet) is identified among the first two categories (Primary and Secondary Qualifications) for either of these two groups of students (group 1 - those

having an initial goal defined through implementation of OVPS I; group 2 - those selecting a goal after participating in OVPS II, III and IV), the counselor will then implement OVPS X (Occupational Counseling), to attempt to identify another goal. At all times in which the counselor implements OVPS X (Occupational Counseling), he will utilize the information gained under the testing portion of OVPS I (Orientation and Testing). If another goal is arrived at, the counselor will again implement OVPS IX (Barrier Identification Sheet) and OVPS XIII (Sequential Step Sheet). If no goal is arrived at the student will participate in OVPS II, III, IV for the purpose of selecting another goal.

The OVPS IX (Barrier Identification Sheet) is designed to point out several factors that are likely to determine the acceptability of a goal. The items on the OVPS IX can be defined as factors that could keep the student from reaching his/her goal.

In order for the Counselor to effectively work with each student, they must understand what is meant by each barrier.

The following is a brief description of each barrier:

Ability

This question is designed to help the student relate his/her abilities to his goal.

E.G. the student who wishes to be an RN but has had trouble with Chemistry.

The counselor should have access to information concerning the aptitude and performance levels needed for specific occupations.

E.G. the SATB cutoff scores taken from the GATB are helpful in determining whether the student may have the ability to complete a course or study in a particular field.

Education

This question is designed to enable the student to relate his goal to educational requirements.

E.G. the high school dropout who wishes to become an LPN, a field that requires a high school diploma.

The Counselor should have access to information regarding the educational requirements necessary to gain admission into a particular field.

Motivation

This question is designed to assist the student to determine whether or not he/she has the desire to reach his/her goal.

E.G. the student's goal is to become a teacher but the student will not attend college. The counselor should look at factors which cause the student to hold an interest in this particular goal:

1. The student knows someone in the field who may be influencing him/her.
2. Money, prestige and status.
3. Social values: the student wants to help people.

How long has the student held the goal?

Age

This question is designed to help the student relate his/her goal to existing age qualifications necessary to gain admission into a field.

E.G. a student who wishes to become an interstate truck driver. This position requires the driver to be at least 21 years of age. Also important would be age requirements for apprenticeship.

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Health

This question enables the student to measure his/her physical and emotional condition with the requirements of his/her goal.

E.G. the student who wishes to be a policeman but cannot be on his/her feet all day. Especially important here would be those students who have a goal that requires heavy physical work.

Reputation

This question enables the student to assess his/her social standing in the community where he/she wishes to live.

E.G. an unwed mother with a goal that would keep her in public contact work in a small community. The Counselor should be aware that a reputation problem in one community may not be a problem in another community. Also, the Counselor should be aware that certain law violations will prevent students from entering certain occupations. Can the youth obtain acceptable recommendations?

Personality

This question is designed to help the student match his/her personality with those traits that are best suited to his/her goal.

E.G. a nervous type who wishes to become a cosmetologist.

Jobs

This question is designed to enable the student to assess the employment opportunities in his/her goal field. This question if often viewed in correlation with the MOBILITY factor.

Skill

This question is designed to help the student investigate the skill level necessary to gain entrance into his/her goal field. It may be possible that the student already possesses the skill necessary to gain entrance into a field and further training may not be necessary.

Relocate

This question is designed to help the student select a geographical area to live and work in. As a result of the changing nature of job market from one area to another, this is an important factor in selecting a goal.

E.G. a student who wishes to be a computer programmer and lives in Pine River. This factor should be correlated with the job factor.

Transportation

This question is designed to help the student relate transportation capabilities to those necessary for his/her goal.

E.G. the student who lives in a rural area and has no car or drivers license.

Housing

This question is designed to help the student investigate the housing situations in the area where he/she wishes to study or work.

E.G. the student who lives in Staples and wishes to study or work in the Twin Cities.

Money Management

This question is designed to help the student gain financial counseling.

E.G. every student should be given a short presentation on budgeting.

Marriage

This question is designed to help the student determine the effects of marriage upon the student's goal.

E.G. a girl who plans to be married in the near future and has planned a long course of study.

Adjustment

This question is designed to help the student seek information that will enable her/him to become more familiar with an urban setting.

The OVPS IX is designed to help the student assess the acceptability of his/her goal. The barriers pointed out are those which could most easily prevent the student from reaching his/her goal. The questions are designed to help the student look into factors that may affect his/her goal. In order for the system to work, the Counselors and School Representatives must be fully aware of how each barrier may effect the goal.

The components of the OVPS that have not yet been discussed are OVPS V (Orientation to the World of Work), OVPS VI (Orientation to Urban Living), OVPS VII (Communications), OVPS VIII (Cost & Financial Training), OVPS XI (Education & Training) and OVPS XII (Field Trips).

The above components have a twofold purpose:

1. To help a student overcome a barrier identified in OVPS IX (Barrier Identification Sheet);
2. To help the student prepare for post high school life.

These components may be utilized in many different ways.

For example, assume a student has identified an education barrier in OVPS IX. If the student wishes to pursue this goal the counselor could implement the education portions of OVPS XI and set up an education course that would enable the student to overcome his/her education barrier and continue to pursue his/her original goal.

For example, assume a student has selected a goal and successfully completed the Barrier Identification Sheet except for the Adjustment

Qualifications section. In order to help the student overcome this barrier the counselor could implement OVPS VI (Orientation to Urban Living) to enable the student to gain the skills, techniques and knowledge necessary for a smooth transition to an urban setting.

For example, assume a student has selected a goal that calls for employment after graduation but has had no previous employment experience. In order for the student to make a smooth transition into a work setting the counselor could implement OVPS V (Orientation to the World of Work).

In summation, the Occupational/Vocational Planning System provides the counselor with the resources to help a student select a goal and to help a student prepare for post High School life.

Name _____ Goal _____

Primary Qualifications

1. Do I have the ABILITY to reach my goal?
2. Do I have the EDUCATION to reach my goal?
3. Do I have the MOTIVATION to reach my goal?

Secondary Qualifications

1. Is my AGE a barrier to my goal?
2. Is my HEALTH a barrier to my goal?
3. Is my REPUTATION a barrier to my goal?
4. Do JOBS exist for my goal?
5. Do I have the SKILL now to reach my goal?

Employment Qualifications

1. Is my PERSONALITY a barrier to my goal?
2. Will I RELOCATE for my goal?

Miscellaneous Qualifications

1. Will TRANSPORTATION be a barrier to my goal?
2. Will HOUSING be a barrier to my goal?
3. Will MONEY MANAGEMENT be a barrier to my goal?

Other Qualifications

1. Will MARRIAGE be a barrier to my goal?

Adjustment Qualifications

1. Do I wish help in ADJUSTMENT to urban areas?

Yes, No. Maybe	Why

OVPS IX -- Barrier Identification Sheet

0064

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SEQUENTIAL STEP SHEET

Name: _____ Date: _____

Job Goal: _____ Contact Status: _____

Step One: _____

Time Allotment: _____

Step Two: _____

Time Allotment: _____

Step Three: _____

Time Allotment: _____

Step Four: _____

Time Allotment: _____

Step Five: _____

Time Allotment: _____

Step Six: _____

Time Allotment: _____

Step Seven: _____

Time Allotment: _____

Step Eight: _____

Time Allotment: _____

Step Nine: _____

Time Allotment: _____

0065

APPENDIX E

TRAINING AND EDUCATION COURSES

0066

NEBRASKA

MID-PLAINS

Diesel Mechanics
Auto Mechanics
Finish Carpentry
Training for Nurses Aid
Livestock Production
Survey Data Processing
Arc and Oxy-Acetylene
Offset
Machine Shop
Consumer Economics
Pilot Ground School
Blueprint Reading
Upholstery
Secretarial Typing
Photography
Office Machines Practice
Survey of Sheet Metal
English
Psychology
Computer Science

KEARNEY STATE

English
Psychology

NORTH PLATTE JUNIOR COLLEGE

English
Speech
Psychology

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A

Mt. Ayr Center

Health Occupations

Commercial Art:
- pottery
- jewelry making
- painting (acrylics)
- interior design
- weaving - macrame
- ceramics
- light sculpture (not used)
- crocheting, knitting, needlepoint

Media:
- photography
- radio
- television (not used)
- movies
- telephone (not used)

Graphics:
- lettering
- drawing
- drafting

Shop:
- auto mechanics
- small engine mechanics
- foundry
- welding, electric & gas
- carpentry
- electricity, basic and electronics
- plastics (not in working order)
- aviation - ground school
- TV repair project kits

B

Corning Center and Mac Auto Body Shop

Mac's

Auto Body
Frame & body pulls
Front end alignment
Carpentry

C

Downtown Center

Drafting
Electricity
Ground School Aviation
Photography - darkroom
Health Occupations - cosmetology
Interior design

School	Operational
Backus	Band Instrument Repair Many Mini Courses Computer
Cass Lake	Small Business Management Course Youth Center Tutoring Course
Crosby-Ironton	Computer Chemistry Business Education Drivers Education Basketball Officiating Scorpion Training Math Tutoring Poetry Psychology Florist Shop Management
Motley	Computer
Park Rapids	Auto Body Farm Implement Mechanics Tutoring
Pequot Lakes	Computer
Pine River	Journalism & News Communication Machine, Showcard, Lettering and Hand Lettering Photography Computer
Red Lake	Advanced English Tutoring
Staples	
Waubun	Veterinarian

0089

APPENDIX F

COSTS OF CENTERS IN IOWA

0070

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Iowa

Center Costs

	Corning (10/15/72 - 5/31/73)	Mt. Ayr (9/8/72 - 5/31/73)
Construction	$ 925.00	$ 1,331.00
Equipment	5,175.00	16,669.00
Supplies	1,985.00	2,003.00
Utilities	1,072.00	2,619.00
Salaries	25,425.00	24,269.00
Total	$34,582.00	$46,891.00

Total $81,473.00

APPENDIX G

MAJOR MULTIPURPOSE FIELD TRIPS

0072

NEBRASKA PROJECT

0073

MAJOR MULTIPURPOSE FIELD TRIPS

Nebraska Rural Youth Trip to Denver

1972

Sunday, August 13

2:00 - 3:00 p.m.	Stapleton International Airport (tour of airport)
3:00 - 5:00	University of Denver (tour of a dorm and explanation about the University)

Monday, August 14

7:00 - 8:00 a.m.	Buffet breakfast at Downtowner with presentation by Chamber of Commerce on Denver with question and answer period
8:00 - 9:15	Presentation by the Downtowner on hotel operations
9:30 - 10:30	United Bank of Denver
11:00 - 12:00 noon	Walk to Rocky Mountain News (tour)
1:30 - 2:30 p.m.	Denver Hilton Hotel for tour of convention facilities
2:45 - 3:45	Albany Hotel for Denver Police Department presentation
4:00 - 5:00	Denver Metro Transit (tour of facilities)
7:30 - 9:00	Museum of Natural History (tour)

Tuesday, August 15

8:00 - 9:00 a.m.	United Airlines Flight Training Center, Stapleton Airport
9:30 - 10:30	Parks School of Business
11:00 - 12:00 noon	J. C. Penney Company Distribution Center
1:30 - 4:00 p.m.	Denver Technological Center (tour)
6:00 - 8:00	Elitch's Amusement Park
8:00	Elitch's Theater Show (1776)

Wednesday, August 16

9:00 - 11:30 a.m.	Martin Marietta Corporation, lunch on the way to IBM
1:30 - 2:30 p.m.	IBM, Boulder
3:00 - 5:00	National Center of Atmospheric Research

Four groups, with minor exceptions, followed this agenda.
Estimated cost: $9,000.

0074

Mullen Field Trip to Omaha

1972

Thursday, May 3

4:30 p.m.	Tour Grand Island School of Business

Friday, May 4

9:30 a.m.	Tour Northwestern Bell (meet guard at gate)
11:00	Eppley F.S.S. (meet Lloyd Wallace
1:00 p.m.	Tour 1st National Bank (meet Tom Wolfe)
2:30	Tour University of Nebraska/Omaha
4:00	Tour stockyards (meet Mr. Adis)
7:30	Movie

Saturday, May 5

9:00 a.m.	Boy's Town (go to administration building)
10:00	Tour Joslyn Art Museum
11:00	Westroads Shopping Center
1:30 p.m.	Tour Henry Dorly Zoo

COPY OF PROPOSAL

Submitted to

KANSAS CITY REGIONAL OFFICE

by

IOWA PROJECT

0076

MATURA Rural Youth Program
Creston, Iowa

Proposal: To take approximately 75 students and 12 adults to Chicago. Half the group would go on April 27-28, 1972, and the others on May 4-5, 1972.

Eligibility:

1. Only those students who are currently and have consistently participated in the program.
2. Only those students who in the opinion of the staff will not disrupt the trip or detract from the enjoyment and benefit of the others.
3. Students who have met the written requirements proposed by the staff.
4. Students who will obviously benefit from the experience.

Preparations in Advance of Trip:

Discuss idea with students. Give them schedule of activities. Explain that within one week from this first discussion, each student must return to his counselor a typed one-page essay on what he hopes to gain from the trip and how the experience might relate to his future. If this essay does not meet the minimum requirements established by the staff, the student will not go on the trip. In effect, this will be the "fare" he pays for his transportation.

Once the students are chosen, there will be meetings to learn how to read a train schedule, plane schedule, bus schedule, fill out a hotel registry card, money planning, taxis, tips, table etiquette, travelers' checks. (A local bank has agreed to explain the use of travelers' checks and to provide some to the students who have extra money of their own to spend at low or no cost to the students.)

A contract will be drawn up and signed by the parties involved, which stipulates the ground rules for the trips: The students will have 3 group-mates who at all times will be responsible for knowing the exact whereabouts of all members of the group; no blue jeans allowed, boys must have a jacket and tie, girls must have at least one dress for evening dinner; curfew is midnight: everyone must be in the hotel by then; money for food will be given in advance with no more forthcoming; following the trip each student will write a one-page essay on what they have gained or learned about themselves from the experience.

0077

SCHEDULE

Friday: Approximately 35 students, 4 chaperones

3:57 AM	Leave Creston on the Burlington-Northern
5:30 - 6:30	Small discussion groups
6:30 - 8:00	Breakfast
8:00 - 9:00	Small discussion groups
9:30 - 10:30	Final review of procedures in Chicago, reading maps, etc.
10:45	Arrive in Chicago. Take cabs to Palmer House Hotel
11:00 - 11:45	Register and settle into rooms
11:45 - 1:00 PM	Lunch
1:00 - 2:00	Elevated train ride around the Loop
2:00 - 4:00	Sightseeing or shopping
4:00 - 6:00	Tour of Chinatown, Sightseeing Tours, Inc.
6:00 - 7:00	Freshen up for dinner
7:00 - 9:30	Dinner and show in a hotel (place to be determined)
9:30 - midnight	Free time to sightsee in small groups
Midnight	Curfew, all back in hotel

Saturday:

Morning:	Breakfast and shopping
12:00 Noon	Check out of hotel. Take bus to O'Hare airport
1:00 - 2:15	Lunch in Seven Seas Restaurant at O'Hare
2:15 - 3:15	Presentation by United Airlines regarding careers with airlines, aiport operations and statistics
3:15 - 5:30	Sightseeing and shopping in airport terminal
5:30	Assemble at gate for flight home
6:10	Flight leaves Chicago. Supper en route
7:15	Arrive Des Moines. Take bus to Creston
9:45	Arrive in Creston and meet parents in parking lot of train depot.

Estimated cost: $8,000.

0078

RATIONALE

I. Why take a trip to a big city?

A. To expose students to problems and opportunities found in a large city.

1. Taxis
2. Commuter trains
3. Slums
4. Ethnic neighborhood
5. Variety of stores, restaurants, entertainment, people
6. Prices

B. To help students learn to be self-reliant and confident in handling new situations by:

1. Teaching students to read time tables, hail and and pay for cabs, handle money, read maps, sightsee with only 3 or 4 friends.
2. Letting students see we trust them to know how to behave in a hotel or restaurant.
3. Giving them the confidence of having traveled by train, plane, taxi and bus.

II. Why Chicago?

A. Our students take one-day trips to Kansas City and Omaha.

1. We don't want to duplicate or detract from these school trips.
2. Because our students live so near to these cities, they know if they lived there they could always come home on weekends. Chicago would be totally strange to them, hence more valuable.
3. A short train ride is not possible for us because by daybreak the train is either in Illinois going east or Colorado going west.

III. Why the train?

A. If our students are going to adapt to our mobile society, they must be exposed to as many alternate means of transportation as possible.

B. They will have the experience of meeting others on the train, being responsible for their tickets and food money, and after dawn see something of Illinois.

C. We hope to use much of the train trip for informal discussions with our students about some of the problems they have expressed concern with, i.e., religion, morals, meeting new people, getting around in a large impersonal city.

IV. Why the tour of Chinatown and ride on the elevated train around the Loop?

A. To show our students an ethnic neighborhood, and allow them to shop in Chinese stores or eat in Chinese restaurants -- it's opening another new door for them.

B. The elevated train ride will show them the best and worst of Chicago, while providing them the basic experiences of the ride, and again teaching by doing -- reading a time table, passing through the gates, etc.

V. Why include elegant restaurants?

A. To show some of the finer experiences in life, and how much they cost!

B. To let our students observe the behavior of people in expensive and elegant atmospheres.

VI. Why tour O'Hare?

A. It's a fascinating place. It is also likely that if our students ever fly, they will one day have to change planes at O'Hare.

B. Air lines offer many job opportunities perhaps unknown to our students.

C. It is a perfect place to observe a variety of personalities.

VII. Why 35 students and 6 adults?

A. The group will be small enough to keep track of.

B. The ratio of adults to students will help set an example for proper behavior.

C. We have determined that of our total students, no more than 75 would meet the basic requirements we have already mentioned.

D. By mixing the students from our four schools, they will have the experience of meeting, socializing with, and rooming with new people ... much like a college experience.

VIII. Why the plane home?

A. See III A.

B. The cost of the plane is $8.50 more than the train. Since we are already at O'Hare we can eliminate the $2.60 it would cost to return to the Loop, plus cab fare to Union Station. In addition, we will have a free dinner on the plane. We could expect to pay nearly $5.00 on the train. Actually, then, it is cheaper to fly!

MINNESOTA PROJECT

0081

Metrospect Encounter

March 2-4, 1973

At: Augsburg College Student House
2204 South 7-1/2 Street
Minneapolis, Minnesota 332-3181, Ext. 449

For: Crosby-Ironton

Friday, March 2

1:30 Arrive - Orientation - Introductions
2:30 Rap with Sue Mahoney and Wayne Moldenauer, Conservation of Human Resources Program at Augsburg
3:30 Communication, Listening, Sensitivity - Joel Mugge, Augsburg Staff
4:45 Supper - Augsburg Commons
5:45 Health Care in this Community, Linda Oberg, Smiley's Point Clinic, 2200 Riverside, 332-6461
8:00 Shoestring Theater, 2639 Thomas Avenue North, see the play, "12 Angry Men", sponsored by the M.C.A.C., a community arts program
10:00 Ghetto, a simulation of a real life situation, at the Student House

Saturday, March 3

8:00 Breakfast, "first words"
8:45 The Council for Corporate Review, meet with staff people from the council at the Augsburg Student House
10:45 Life Planning, "Looking Ahead", Pat Olsson, Augsburg Placement Director, in the Student Center

Later Lunch in the Commons

2:00 Young Adults in the City, Wayne Duchow, 110 East 31st Street, Mpls.
4:00 To Be Black in America, Spike Hoss, The New Way, A community center at 1913 Plymouth Avenue North, 522-4394
6:00 Supper and Night on the Town, Activities, times, places to be announced. Be back at Student House by Midnight.

Sunday, March 3

8:00 Breakfast, "first words"
9:00 Small Groups, "What did we learn?"
10:30 Worship, options to be announced
1:00 Dinner, at Augsburg Commons
2:00 Wrap Up "Final Words"

Cost: $650.

0082

Metrospect Encounter

March 16-18, 1973

At: Augsburg Student House
2204 South 7-1/2 Street (Near Riverside and South 22nd Avenue)
Minneapolis, Minnesota 55404 332-5181, Ext. 449

For: The Pine River Folks

Friday, March 16

1:30 Arrive/Orientation/Introduction
2:00 Communication, Listening, and Sensitivity with Joel Mugge
3:30 Exploring this Neighborhood, small group discovery of the Cedar Riverside Community
5:00 Supper, upstairs in the College Center
6:00 Kitty Anderson, 1336 Edgenton in St. Paul, A talk about people problems on the East Side
7:30 Ghetto, A simulation of a real life condition
10:00 "Sounder", A look into the Black past at the World Theater in Downtown St. Paul
12:00 Back Home, Discussions at the Student House

Saturday, March 17

8:15 Breakfast in the College Center
8:45 Wayne Duchow, Director at a youth ministry in South Minneapolis 110 East 31st Street
10:15 Life Planning, with Pat Olsson, Placement Director at Augsburg in the Marshal Room in the Center
1:00 Lunch in the Center
2:00 To Be Black in America, meet with folks at the Inner City Youth League, 175 North Victoria in St. Paul
4:30 Exploration, Discovery, and Supper, Downtown Minneapolis
6:30 Meet the Bus in front of the I.D.S. Center
7:00 Pat Samples, Co-director of the Metropolitan Cultural Arts Center, at the Shoestring Playhouse, 2639 Thomas Avenue North
8:00 Twelve Angry Men, See the play sponsored by the M.C.A.C.
10:00 Free Time Options, in the Student Community

Sunday, March 18

8:30 Breakfast at the Student House
9:00 Small Groups, "What Did We Learn?"
10:00 Worship Celebration, in various area churches
1:00 Dinner at the Center
1:30 Wrap Up, "Final Words"

Cost: $650.

0083

Minnesota Youth Program

April 6-8, 1973

At: South Minneapolis: "An Almond Tree Household" Residence

For: Backus youths

Friday, April 6

1:00	PM	Arrival
1:15		Getting acquainted
2:45		Learning how to get around town
6:00		Supper
7:30		Model cities police department
10:00		Local film houses, evening bull session

Saturday, April 7

8:00	AM	Breakfast
9:15		New vocations - Lynn Hinkle
10:15		Neighborhood Health Centers Deaconess - Teen-age Health - Smiley's Point - Pharm House - Y.E.S.
12:00	Noon	Lunch with Wayne Duchow
2:00	PM	Housing - Tenant's Rights
3:00		Local Social Service Agency and Educational Centers Branch - Episcopal Center School
4:00		Comparative shopping Co-op - Red Owl - Imes Lil General
6:00		Supper
7:30		Cultural Activities
10:00		
10:30		Local Entertainment Extempore' - New Riverside Cafe - The Whole
12:00-12:30		Evening Bull Session

Sunday, April 8

9:00	AM	Breakfast
10:30		Worship (at least three choices)
1:00	PM	Lunch
2:00		Wrap-up
3:00		Departure

Cost: $600.

APPENDIX H

TABLES OF ENROLLEE PARTICIPATION

IN THE EXPERIMENTAL YOUTH PROJECTS

0085

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ENROLLEE ELIGIBILITY

The Age Group Served

This program serves youths between 16 and 18 years of age. The age limit is extended downward to 14 years for early school dropouts and upward to 21 for school dropouts who live in rural counties in which no other source of adult basic education, vocational training, occupational counseling, or job placement is available to them. In those areas where there are other manpower programs -- such as OJT, MDTA, JOBS -- the age cutoff remains at 18.

Eligibility Criteria

Within these age groups a young person is eligible if:

1) His environment includes one of the following community criteria:

   a) between 1960 and 1970 the net outmigration rate from his home county was 10 percent or more,
   b) he attends school in a town of less than 1000 population,
   c) he attends a school which has job preparation for its students that is inadequate (no school counselor -- either trained or untrained -- no job familiarization, vocational training that is inadequate or irrelevant for today's job market, etc.),
   d) he attends a school in which the total enrollment in grades 10, 11, and 12 is less than 60 (an average of 20 or less per class).

OR, 2) He meets one of the following individual criteria:

   a) his family is below an established "poverty" level,
   b) he lives in a location that isolates him from active participation in ongoing school activities or in available youth projects (because of distance or lack of available transportation),

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c) he is from a minority group* that has a past history of job discrimination and/or social discrimination,
d) he has a past history of juvenile delinquency which may interfere with his future employment in his home community,
e) he has dropped out of school prior to graduation from high school,
f) his grades in school place him in the lowest 10 percent of his school class.

*Criteria for eligibility as an American Indian: Indian ancestry and residence on a reservation or economically, socially and culturally associated with American Indians or residence in a county in which Indian population is greater than 5 percent.

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ENROLLEE GOALS

In-School Enrollees

Any of the following goals may be set within the framework of this program for the in-school enrollee:

1. become enrolled in a post-high school educational or training program;
2. acquire the basic academic skills necessary to holding a job;
3. increase the enrollee's employability through occupational and personal counseling, job familiarization, and related services;
4. acquire the ability to operate a particular machine or process;
5. acquire the ability to perform a particular kind of job;
6. learn the tool skills essential to learning other, more advanced skills later.

Out-of-School Enrollees

Any of the following goals may be set within the framework of the program for the out-of-school enrollee:

1. return enrollee to regular school attendance and, where needed, to the status of an in-school enrollee;
2. secure a General Education Development (GED) certificate;

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3. increase the enrollee's employability through a job placement, occupational and personal counseling, job familiarization and related services;
4. acquire the basic academic skills necessary to holding a job;
5. acquire a diploma from a vocational school;
6. qualify for a license in a skilled occupation;
7. qualify for an apprenticeship program;
8. acquire the ability to perform a particular kind of skilled job;
9. acquire the ability to operate a particular machine or process.

SUMMER PROGRAM

0090

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Table 1

Characteristics of Summer Enrollees

	Iowa	Minnesota	Nebraska	Total
Sex				
Male	20	129	55	204
Female	29	151	67	247
Race				
American Indian	0	38	0	38
White	49	242	122	413
Family Income				
Disadvantaged	49	121	28	184
Non-disadvantaged	0	159	94	267
Program Status				
In-School	43	279	122	444
Out-of-School	6	1	0	7
Total	49	280	122	451

Table 2

Number of Hours of Summer Participation

	Iowa	Minnesota	Nebraska	Total
less than 40	0	209	72	281
40 - 199	2	60	49	111
200 or more	47	11	1	59
Total	49	280	122	451

IN-SCHOOL PROGRAM

0092

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Table 3

Characteristics of In-School Enrollees

	Iowa	Minnesota	Nebraska	Total
Sex				
Male	80	234	120	434
Female	71	263	135	469
Race				
American Indian	0	98	0	98
White	151	399	255	805
Family Income				
Disadvantaged	72	245	30	347
Non-disadvantaged	79	252	225	556
Total	151	497	255	903

Table 4

Number of Enrollees Who Received Counseling
From Youth Project Counselors

	Iowa	Minnesota	Nebraska	Total
No counseling	16	0	34	50
1 - 10 sessions	97	431	78	606
more than 10	38	66	143	247
Total	151	497	255	903

Table 5

Number of Enrollees Who Were Tested by Youth Project

	Iowa	Minnesota	Nebraska	Total
GATB	31	242	0	273
Talent Assessment	114	0	191	305
Kuder	0	102	0	102
Minn. Int. Quest.	0	284	0	284

Table 6

Employability (Training) Plan Developed With Enrollee

	Iowa	Minnesota	Nebraska	Total
Yes	87	476	51	614
No	48	21	170	239
Total	135	497	221	853

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Table 7

Number of Enrollees Who Participated in Education and Training

	Iowa	Minnesota	Nebraska	Total
Education				
Regular post high school course	0	30	34	64
Special education course (RYP* & high school)	7	114	0	121
Training				
Regular post high school course	0	0	87	87
Special exploratory program-voc. school	0	0	24	24
Special exploratory program-RYP	146	15	23	184
Special training program (RYP & high school)	0	7	0	7

*Rural Youth Program

Table 8

Hours Spent in Education and Training by Enrollees

	Iowa	Minnesota	Nebraska	Total
0	7	337	134	478
1-40	34	123	24	181
41-80	32	18	62	112
81-165	34	16	31	81
>165	44	3	3	50

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Table 9

Number of Enrollees Who Participated in Each Component of the Special Program Orientation

	Iowa	Minnesota	Nebraska	Total
World of Work	101	289	89	479
Higher Education	90	114	39	243
Occ. Fam.	104	224	58	386
Armed Services	83	63	40	186
Urban Living	50	318	39	407
Financial Training	86	136	39	261
Communications	42	18	39	99
No participation in any component	42	104	165	311

Table 10

Relevancy* of Work Experience and Training to Career Plans of Enrollees

	Iowa	Minnesota	Nebraska	Total
High	18	68	65	151
Medium	7	63	6	76
Low	3	90	0	93
Total	28	221	71	320

*As determined by Project Counselor.

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Table 11

Hours Spent in Work Experience & Training by Enrollees

	Iowa	Minnesota	Nebraska	Total
0	123	276	184	583
<100	4	26	34	64
100-229	11	49	29	89
230-329	5	63	4	72
330-440	8	65	0	73
> 440	0	18	4	22

Table 12

Placement Assistance Provided by Project Staff to Enrollees

	Iowa	Minnesota	Nebraska	Total
Job	1	18	29	48
Voc. Tech. School	3	109	41	153
College	1	103	44	148
Total	5	230	114	349

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Table 13

Number of Enrollees Who Received
Supportive Services from Youth Project

	Iowa	Minnesota	Nebraska	Total
Transportation	47	209	89	345
Medical	39	15	0	54
Dental	0	5	0	5
Clothing	0	2	0	2
Day Care	0	2	3	5

Table 14

Enrollees Who Participated in Field Trips

	Iowa	Minnesota	Nebraska	Total
Occupational	106	75	124	305
Educational	97	385	124	606
Cultural	82	122	90	294
Urban	83	39	105	227

OUT OF SCHOOL PROGRAM*

*Only one out of school youth participated in the Nebraska project. This youth was referred to Vocational Rehabilitation and terminated from the program. Because of this the following tables will report only the characteristics and activities of the Iowa and Minnesota out of school participants.

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Table 15

Participation of Out-of-School Youths
in Iowa and Minnesota Projects

	Iowa	Minnesota
Characteristics		
Sex		
Male	4	4
Female	5	6
Race		
American Indian	0	5
White	9	5
Family Income		
Disadvantaged	9	10
Non-disadvantaged	0	0
Summer Program		
Hours of Participation		
less than 40	0	1
40-199	1	0
200 or more	5	0
School Year Program		
Counseling		
No counseling	0	0
1-10 sessions	7	6
more than 10	2	4
Testing		
GATB	4	2
KUDUR	0	0
Minnesota Interest Ques.	0	3
Talent Assessment Program	5	0
Employability (Training) Plan Developed		
Yes	1	5
No	8	5

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Table 15 (Continued)

	Iowa	Minnesota
School Year Program		
Education and Training		
Education	0	1
Training	9	2
Hours in Education and Training		
0	0	0
1-40	1	2
41-80	0	1
81-165	2	0
>165	6	0
Special Program Orientation		
World of Work	8	1
Higher Education	8	2
Occupational Familiarization	7	1
Armed Services	7	0
Urban Living	1	1
Financial Training	7	1
Communications	6	0
No participation	1	7
Relevancy* of Work Experience		
High	3	3
Medium	1	3
Low	0	0
Hours in Work Experience		
<100	0	2
100-279	0	1
280-365	0	1
>365	4	2
Placement Assistance		
Job	0	1
Voc-Tech School	0	0
College	0	0

*As determined by Project Counselor.

Table 15 (Continued)

	Iowa	Minnesota
Supportive Services		
Transportation	1	3
Medical	7	1
Dental	0	0
Clothing	0	2
Day Care	0	1
Field Trips		
Occupational	2	1
Educational	2	4
Cultural	1	0
Urban	1	0

0102

MINORITY PROGRAM IN MINNESOTA*

*The Minnesota Youth Project was the only one which included minority youths. In addition to the 103 seniors and cut of school youths, 39 high school juniors participated in the program. Juniors were included in order for the project to reach its goal of 140 minority participants. However, because they will be included in the 1974 follow-up to the 1973-74 program, they are not included in the tables on the following pages.

Table 16

Participation of American Indian Youths in Minnesota Youth Project

Characteristics	Number
Sex	
Male	47
Female	56
Family Income	
Disadvantaged	96
Non-disadvantaged	7
Program Status	
In School	98
Out-of-School	5
Summer Program	
Summer Program Participation	
less than 40	15
40-199	23
200 or more	0
School Year Program	
Counseling	
No Counseling	5
1-10 individual sessions	88
More than 10	10
Testing	
GATB	4
Kuder	4
Minnesota Interest. Questionnaire	42
Employability (Training) Plan Developed	
Yes	95
No	3
Education and Training	
Education	16
Training	0

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Table 10 (Continued)

Hours in Education and Training	Number
0	80
1-40	18
41-80	0
81-165	0
>165	0
Special Program Orientation	
World of Work	54
Higher Education	34
Occupational Familiarization	18
Armed Services	0
Urban Living	54
Financial Training	20
Communications	9
No Participation	21
Work Experience	85
Relevancy*of Work Experience	
High	32
Medium	23
Low	30
Placement Assistance	
Job	5
Voc.-Tech.	22
College	38
Supportive Services	
Transportation	46
Medical	2
Dental	1
Clothing	1
Day Care	1
Field Trips	
Occupational	12
Educational	83
Cultural	64
Urban	0

*As determined by Project Counselor.